



July 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Comprehensive Assessment System is the State's measure of student progress in achieving the State standards, known as *Learning Results*, adopted by the Maine Legislature in 1997. The Maine Educational Assessment (MEA) is administered in grades 3 through 8 to meet these state assessment requirements. Since the spring of 2006, the SAT Reasoning Test™ (SAT) has been administered to students in their third year of high school in place of the MEA for state and federal purposes. The move from the MEA to the SAT in grade 11 was made to encourage all students in the goal of attaining college and high-level workplace readiness as well as to measure achievement. As last year, the mathematics portion of the SAT Reasoning Test™ was augmented with 18 additional mathematics items (the Math-A test) to more fully measure Maine's *Learning Results*. Additionally, Science and Technology testing resumed this year after a two-year hiatus. The combined tests form the Maine High School Assessment (MHSA).

Because the MHSA Science & Technology achievement level standards had not been revised in 2006 like all other disciplines, it was necessary to revise the standards for that discipline this spring. The new achievement level standards are the result of a comprehensive process informed by Maine teachers and reviewed by advisory committees. The achievement level standards for the 2008 Critical Reading, Writing and Mathematics sections of the MHSA were not changed.

These 2007-2008 Maine High School Assessment Summary Reports contain the results of student performance in critical reading, mathematics, writing, and science & technology reported according to the achievement standards described above and disaggregated by student and school characteristics. This report, together with individual student and subject-specific student roster reports, provides support for use in program evaluation and planning. All scores contained in these reports are included for Maine state and federal reporting purposes only. While scores for most students may also be used for college admission, scores for students who received accommodations during the test administration that exceeded those made available by the College Board are not college reportable.

The state results reflect scores based on SAT, Math-A, and Science & Technology test questions that were taken by over 15,000 students who were enrolled in their third year of high school across all Maine public schools. The MHSA employs a design that requires students to create a written response to a writing prompt, generate answers to open-ended mathematics and science & technology questions, and in all subjects, select answers to multiple-choice questions. More information about the design, history, and use of the SAT can be found at: http://www.maine.gov/education/sat_initiative/.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and graduate from any Maine high school prepared for college, career, and citizenship.

Sincerely,

Susan A. Gendron
Commissioner of Education



High School Report

Test Date: May 2008
ID: 11911459
SAU: York School Department
School: York High School

Contents of the Report

The report is divided into six main sections including a section describing the students tested and a separate section for the results in each content area.

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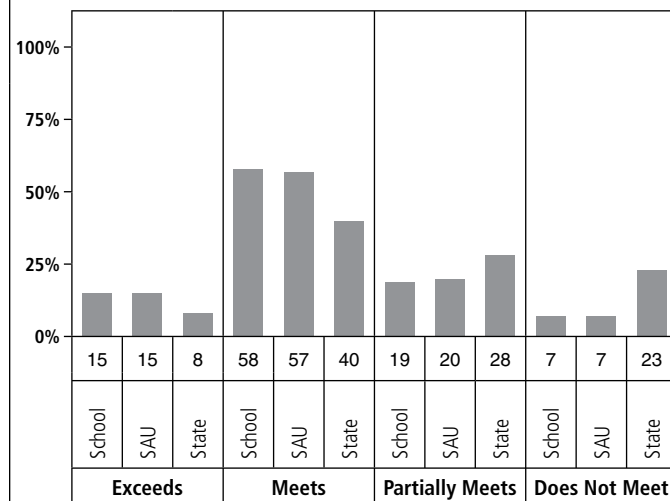
SUMMARY OF SCORES

Test Date: May 2008
SAU: York School Department
School: York High School

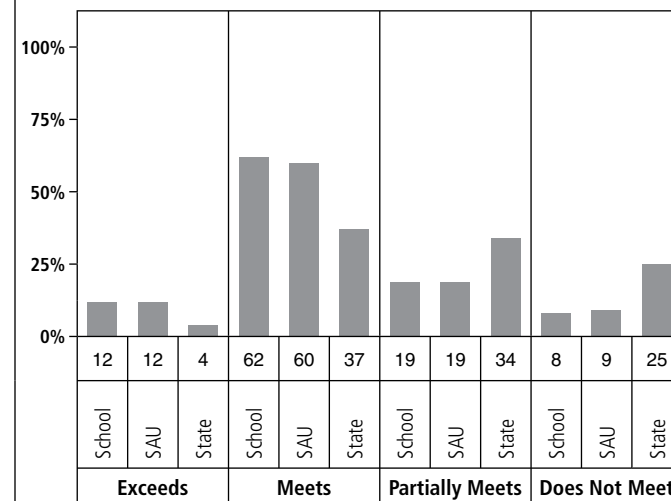
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
Critical Reading 2006–2007 2007–2008	1145 1149	1145 1149	1141 1141
Mathematics 2006–2007 2007–2008	1146 1148	1146 1148	1140 1141
Writing 2006–2007 2007–2008	1147 1149	1147 1149	1141 1140
Science 2007–2008	1143	1143	1141

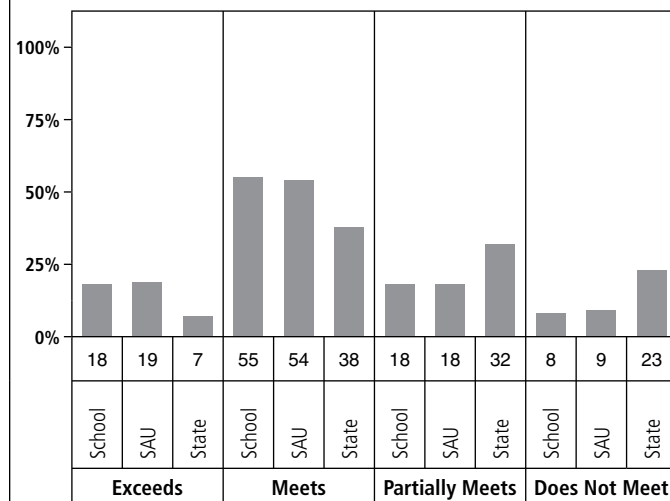
CRITICAL READING



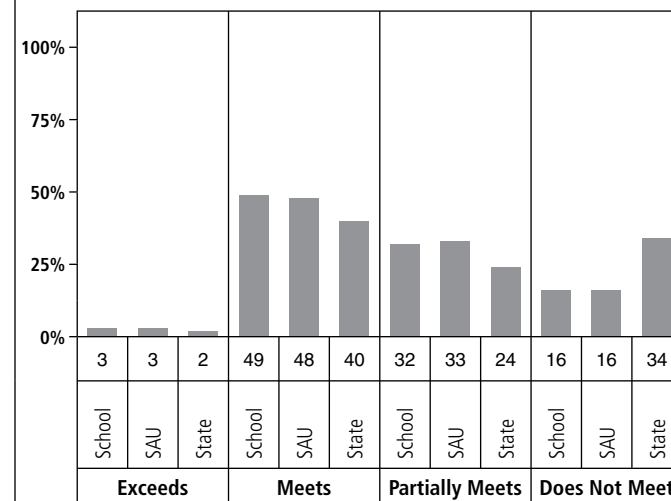
MATHEMATICS



WRITING



SCIENCE



SUMMARY OF STUDENT PARTICIPATION

Test Date: May 2008
SAU: York School Department
School: York High School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Total number of students	133	100	137	100	15604	100	131	99	135	99	14875	96	131	99	135	99	15165	97	131	99	135	99	14869	96	129	98	133	98	14961	96
Ethnicity African American/Black	2	2	2	1	305	2	1	100	1	100	261	86	1	100	1	100	286	95	1	100	1	100	260	86	1	100	1	100	280	93
American Indian or Native Alaskan	0	0	0	0	103	1	0	0	0	0	95	93	0	0	0	0	97	95	0	0	0	0	95	93	0	0	0	0	93	91
Asian or Pacific Islander	3	2	3	2	215	1	3	100	3	100	194	90	3	100	3	100	202	94	3	100	3	100	194	90	3	100	3	100	200	93
Hispanic	2	2	2	1	140	1	2	100	2	100	118	84	2	100	2	100	123	88	2	100	2	100	118	84	2	100	2	100	120	86
Caucasian/White	126	95	130	95	14841	95	125	99	129	99	14207	96	125	99	129	99	14457	98	125	99	129	99	14202	96	123	98	127	98	14268	96
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	17	13	20	15	2247	14	16	100	19	100	2065	93	16	100	19	100	2138	96	16	100	19	100	2060	92	15	94	18	95	2081	93
Current LEP	2	2	2	1	648	4	1	50	1	50	508	79	1	50	1	50	564	87	1	50	1	50	507	78	1	50	1	50	534	83
Economically disadvantaged	12	9	12	9	4028	26	11	100	11	100	3682	92	11	100	11	100	3831	95	11	100	11	100	3679	92	11	100	11	100	3755	94
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100

MODE OF PARTICIPATION ³	Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Participation without accommodations	126	95	129	94	13042	84	126	95	129	94	13332	85	126	95	129	94	13042	84	124	93	127	93	13192	85
Identified disability (PET/IEP)	11	9	13	10	739	6	11	9	13	10	810	6	11	9	13	10	739	6	10	8	12	9	791	6
LEP	1	1	1	1	399	3	1	1	1	1	456	3	1	1	1	1	399	3	1	1	1	1	436	3
504 plan	1	1	1	1	196	2	1	1	1	1	204	2	1	1	1	1	196	2	1	1	1	1	201	2
Participation with accommodations	4	3	5	4	1623	10	4	3	5	4	1624	10	4	3	5	4	1625	10	4	3	5	4	1567	10
Identified disability (PET/IEP)	4	100	5	100	1117	69	4	100	5	100	1119	69	4	100	5	100	1119	69	4	100	5	100	1088	69
LEP	0	0	0	0	93	6	0	0	0	0	93	6	0	0	0	0	93	6	0	0	0	0	83	5
504 plan	0	0	0	0	58	4	0	0	0	0	58	4	0	0	0	0	58	4	0	0	0	0	55	4
Other	0	0	0	0	367	23	0	0	0	0	366	23	0	0	0	0	367	23	0	0	0	0	353	23
Participation through alternate assessment (PAAP)	1	1	1	1	209	1	1	1	1	1	209	1	1	1	1	1	202	1	1	1	1	1	202	1
Identified disability (PET/IEP)	1	100	1	100	209	100	1	100	1	100	209	100	1	100	1	100	202	100	1	100	1	100	202	100
LEP	0	0	0	0	15	7	0	0	0	0	15	7	0	0	0	0	15	7	0	0	0	0	15	7
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	1	0																		
Approved non-participation – special consideration	1	1	1	1	36	0	1	1	1	1	40	0	1	1	1	1	36	0	1	1	1	1	38	0
Non-participation – other	1	1	1	1	693	4	1	1	1	1	399	3	1	1	1	1	699	4	3	2	3	2	605	4

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

CRITICAL READING RESULTS

Test Date: May 2008
SAU: York School Department
School: York High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the reading standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within reading at the grade level assessed. Evidence includes responses to multiple-choice items in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws in-depth inferences, analyzes texts for subtle clues, synthesizes information across texts, and uses knowledge of text structures and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 1161-1180)	2005-2006	12	7	12	7	1079	7
	2006-2007	13	8	14	8	1168	8
	2007-2008	20	15	20	15	1184	8
	Cum. Total*	45	10	46	10	3431	8
Meets the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to increase comprehension. (scaled score 1141-1160)	2005-2006	94	55	94	55	5697	38
	2006-2007	94	56	95	56	5714	38
	2007-2008	76	58	77	57	5885	40
	Cum. Total*	264	56	266	56	17296	39
Partially Meets the Standards – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to use a variety of reasoning skills and prior knowledge varies depending on the texts as s/he draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to support comprehension. (scaled score 1129-1140)	2005-2006	45	26	45	26	4772	32
	2006-2007	47	28	47	27	4728	31
	2007-2008	25	19	27	20	4093	28
	Cum. Total*	117	25	119	25	13593	30
Does Not Meet the Standards – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often incorrect leaving the impression that the student found it difficult to use a variety of reasoning skills and prior knowledge as s/he draws inferences, identifies summary statements, connects ideas within and across texts, or uses knowledge of text structures and literary devices to support comprehension. (scaled score 1100-1128)	2005-2006	19	11	19	11	3595	24
	2006-2007	15	9	15	9	3444	23
	2007-2008	9	7	10	7	3417	23
	Cum. Total*	43	9	44	9	10456	23

CRITICAL READING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008
SAU: York School Department
School: York High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	130	20	15	76	58	25	19	9	7	1149	134	15	57	20	7	1149	14579	8	40	28	23	1141
Ethnicity																						
African American/Black	1										1						248	4	21	27	48	1132
American Indian or Native Alaskan	0										0						94	5	27	28	40	1134
Asian or Pacific Islander	3										3						192	4	35	30	31	1138
Hispanic	2										2						115	5	32	26	37	1136
Caucasian/White	124	20	16	72	58	24	19	8	6	1149	128	16	57	20	7	1149	13930	8	41	28	23	1141
Not Reported	0										0						0					
Identified disability																						
Yes	15	1	7	6	40	6	40	2	13	1140	18	6	33	44	17	1139	1823	1	9	24	65	1126
No	115	19	17	70	61	19	17	7	6	1150	116	16	61	16	6	1150	12756	9	45	29	17	1143
Current LEP																						
Yes	1										1						488	3	22	24	52	1132
No	129	20	16	76	59	25	19	8	6	1149	133	15	58	20	7	1149	14091	8	41	28	22	1141
Economically disadvantaged																						
Yes	11	0	0	6	55	2	18	3	27	1142	11	0	55	18	27	1142	3545	3	28	30	39	1134
No	119	20	17	70	59	23	19	6	5	1150	123	16	58	20	6	1149	11034	10	44	27	19	1143
Migrant																						
Yes	0										0						5	20	0	40	40	1136
No	130	20	15	76	58	25	19	9	7	1149	134	15	57	20	7	1149	14574	8	40	28	23	1141
Gender																						
Female	72	8	11	45	63	17	24	2	3	1150	73	11	62	25	3	1149	7237	8	42	30	19	1142
Male	58	12	21	31	53	8	14	7	12	1148	61	20	52	15	13	1148	7342	8	38	26	28	1140
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						103	0	9	30	61	1127
No	130	20	15	76	58	25	19	9	7	1149	134	15	57	20	7	1149	14476	8	41	28	23	1141
Gifted/talented program																						
Yes	0										0						295	48	48	4	0	1161
No	130	20	15	76	58	25	19	9	7	1149	134	15	57	20	7	1149	14284	7	40	29	24	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

Test Date: May 2008
SAU: York School Department
School: York High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the mathematics standards for achieving Maine's *Learning Results*. Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within mathematics at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

STUDENTS AT EACH ACHIEVEMENT LEVEL *

		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult or unfamiliar problems, and apply complex concepts. (scaled score 1161-1180)	2006-2007 2007-2008	14 15	8 12	16 16	9 12	578 637	4 4
Meets the Standards – The student's work demonstrates an understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to reason, analyze and solve problems, and apply concepts. (scaled score 1141-1160)	2006-2007 2007-2008	89 80	53 62	89 81	52 60	5481 5508	36 37
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems and apply concepts. (scaled score 1133-1140)	2006-2007 2007-2008	49 25	29 19	49 25	29 19	4754 5065	31 34
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and apply concepts. (scaled score 1100-1132)	2006-2007 2007-2008	17 10	10 8	17 12	10 9	4607 3660	30 25

MATHEMATICS RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008
SAU: York School Department
School: York High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	130	15	12	80	62	25	19	10	8	1148	134	12	60	19	9	1148	14870	4	37	34	25	1141
Ethnicity																						
African American/Black	1										1						274	1	12	31	57	1133
American Indian or Native Alaskan	0										0						96	2	24	30	44	1136
Asian or Pacific Islander	3										3						200	8	37	34	22	1142
Hispanic	2										2						120	3	23	32	43	1138
Caucasian/White	124	15	12	75	60	25	20	9	7	1148	128	13	59	20	9	1148	14180	4	38	34	24	1141
Not Reported	0										0						0					
Identified disability																						
Yes	15	0	0	5	33	5	33	5	33	1138	18	0	33	28	39	1138	1896	0	8	22	70	1130
No	115	15	13	75	65	20	17	5	4	1150	116	14	65	17	4	1150	12974	5	41	36	18	1142
Current LEP																						
Yes	1										1						545	3	16	28	53	1135
No	129	15	12	79	61	25	19	10	8	1148	133	12	60	19	9	1148	14325	4	38	34	24	1141
Economically disadvantaged																						
Yes	11	0	0	7	64	2	18	2	18	1144	11	0	64	18	18	1144	3695	1	22	37	40	1136
No	119	15	13	73	61	23	19	8	7	1149	123	13	60	19	8	1149	11175	5	42	33	19	1142
Migrant																						
Yes	0										0						5	20	20	40	20	1144
No	130	15	12	80	62	25	19	10	8	1148	134	12	60	19	9	1148	14865	4	37	34	25	1141
Gender																						
Female	72	8	11	44	61	17	24	3	4	1149	73	11	62	23	4	1149	7362	3	36	36	24	1140
Male	58	7	12	36	62	8	14	7	12	1148	61	13	59	13	15	1148	7508	5	38	32	25	1141
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						103	0	8	41	51	1134
No	130	15	12	80	62	25	19	10	8	1148	134	12	60	19	9	1148	14767	4	37	34	24	1141
Gifted/talented program																						
Yes	0										0						296	35	59	5	0	1158
No	130	15	12	80	62	25	19	10	8	1148	134	12	60	19	9	1148	14574	4	37	35	25	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

WRITING RESULTS

Test Date: May 2008
SAU: York School Department
School: York High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the writing standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within writing at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's responses demonstrate skillful ability to select clear, precise sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity, precision and overall effectiveness of a passage. The student's essay demonstrates an effectively developed and insightful point of view on the issue and outstanding critical thinking, with clearly appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 1161-1180)	2005-2006	13	8	13	8	952	6
	2006-2007	13	8	14	8	937	6
	2007-2008	24	18	25	19	962	7
	Cum. Total*	50	11	52	11	2851	6
Meets the Standards – The student's responses demonstrate ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates an effectively developed point of view on the issue and strong critical thinking, with generally appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 1141-1160)	2005-2006	96	56	96	56	6055	40
	2006-2007	102	60	103	60	6167	41
	2007-2008	72	55	73	54	5564	38
	Cum. Total*	270	58	272	57	17786	40
Partially Meets the Standards – The student's responses demonstrate inconsistent ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a developed point of view on the issue and some critical thinking, but may do so inconsistently or with inadequate examples, reasons, or other evidence to support a position. The essay is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 1129-1140)	2005-2006	45	26	45	26	4916	32
	2006-2007	43	25	43	25	4723	31
	2007-2008	24	18	24	18	4679	32
	Cum. Total*	112	24	112	24	14318	32
Does Not Meet the Standards – The student's responses demonstrate limited ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a vague or seriously limited point of view on the issues and weak critical thinking, with inappropriate or insufficient examples, reasons, or other evidence to support a position. The essay is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interfere with understanding the message of the essay. (scaled score 1100-1128)	2005-2006	16	9	16	9	3221	21
	2006-2007	11	7	11	6	3227	21
	2007-2008	10	8	12	9	3376	23
	Cum. Total*	37	8	39	8	9824	22

WRITING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008
SAU: York School Department
School: York High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	130	24	18	72	55	24	18	10	8	1149	134	19	54	18	9	1149	14581	7	38	32	23	1140
Ethnicity																						
African American/Black	1										1						248	2	19	30	49	1131
American Indian or Native Alaskan	0										0						94	3	19	38	39	1133
Asian or Pacific Islander	3										3						192	6	30	34	30	1137
Hispanic	2										2						115	2	30	36	33	1136
Caucasian/White	124	23	19	70	56	22	18	9	7	1149	128	19	55	17	9	1149	13932	7	39	32	22	1140
Not Reported	0										0						0					
Identified disability																						
Yes	15	2	13	4	27	5	33	4	27	1138	18	11	28	28	33	1136	1825	1	7	23	69	1125
No	115	22	19	68	59	19	17	6	5	1151	116	20	59	16	5	1151	12756	7	43	33	17	1142
Current LEP																						
Yes	1										1						488	3	19	29	49	1131
No	129	24	19	72	56	24	19	9	7	1149	133	19	55	18	8	1149	14093	7	39	32	22	1140
Economically disadvantaged																						
Yes	11	0	0	6	55	2	18	3	27	1140	11	0	55	18	27	1140	3546	2	25	35	38	1134
No	119	24	20	66	55	22	18	7	6	1150	123	20	54	18	7	1150	11035	8	42	31	18	1142
Migrant																						
Yes	0										0						5	20	0	20	60	1131
No	130	24	18	72	55	24	18	10	8	1149	134	19	54	18	9	1149	14576	7	38	32	23	1140
Gender																						
Female	72	14	19	43	60	12	17	3	4	1151	73	19	60	16	4	1151	7239	8	43	33	17	1142
Male	58	10	17	29	50	12	21	7	12	1147	61	18	48	20	15	1146	7342	6	34	31	30	1138
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						103	0	7	39	54	1128
No	130	24	18	72	55	24	18	10	8	1149	134	19	54	18	9	1149	14478	7	38	32	23	1140
Gifted/talented program																						
Yes	0										0						295	42	53	4	0	1159
No	130	24	18	72	55	24	18	10	8	1149	134	19	54	18	9	1149	14286	6	38	33	24	1139

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE RESULTS

Test Date: May 2008
SAU: York School Department
School: York High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the science standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within science at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL*					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 1161-1180)	2007-2008	4	3	4	3	300	2
Meets the Standards – The student's work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 1141-1160)	2007-2008	63	49	64	48	5927	40
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 1135-1140)	2007-2008	41	32	43	33	3544	24
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 1100-1134)	2007-2008	20	16	21	16	4988	34

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	15	27	7.17	47.8	7.17	47.8	6.41	42.7
Cluster 2: Physical Sciences	14	25	7.78	55.6	7.70	55.0	6.22	44.4
Cluster 3: Earth and Space Sciences	14	25	5.48	39.1	5.51	39.4	5.04	36.0
Cluster 4: Nature and Implications of Science	13	23	7.36	56.6	7.35	56.5	6.59	50.7

Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine's 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MHSA measures a grade span expectation, which can be found at <http://www.maine.gov/education/salt/gles.htm>.

SCIENCE RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008
SAU: York School Department
School: York High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	128	4	3	63	49	41	32	20	16	1143	132	3	48	33	16	1143	14759	2	40	24	34	1141
Ethnicity																						
African American/Black	1										1						269	0	20	14	65	1134
American Indian or Native Alaskan	0										0						92	1	24	28	47	1138
Asian or Pacific Islander	3										3						199	3	36	25	36	1140
Hispanic	2										2						118	1	26	19	54	1136
Caucasian/White	122	4	3	61	50	39	32	18	15	1143	126	3	49	33	15	1143	14081	2	41	24	33	1141
Not Reported	0										0						0					
Identified disability																						
Yes	14	0	0	3	21	6	43	5	36	1137	17	0	18	47	35	1137	1879	0	11	17	72	1133
No	114	4	4	60	53	35	31	15	13	1144	115	3	53	30	13	1144	12880	2	44	25	28	1142
Current LEP																						
Yes	1										1						519	1	18	19	62	1134
No	127	4	3	62	49	41	32	20	16	1143	131	3	48	33	16	1143	14240	2	41	24	33	1141
Economically disadvantaged																						
Yes	11	0	0	6	55	2	18	3	27	1141	11	0	55	18	27	1141	3651	1	26	24	49	1137
No	117	4	3	57	49	39	33	17	15	1143	121	3	48	34	15	1143	11108	3	45	24	29	1142
Migrant																						
Yes	0										0						5	20	40	40	0	1146
No	128	4	3	63	49	41	32	20	16	1143	132	3	48	33	16	1143	14754	2	40	24	34	1141
Gender																						
Female	71	3	4	31	44	25	35	12	17	1142	72	4	43	36	17	1142	7277	1	37	26	36	1140
Male	57	1	2	32	56	16	28	8	14	1144	60	2	55	28	15	1144	7482	3	43	22	32	1141
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						100	1	5	22	72	1133
No	128	4	3	63	49	41	32	20	16	1143	132	3	48	33	16	1143	14659	2	40	24	34	1141
Gifted/talented program																						
Yes	0										0						296	13	80	5	3	1152
No	128	4	3	63	49	41	32	20	16	1143	132	3	48	33	16	1143	14463	2	39	24	34	1140

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